

English Language Arts Gap Analysis—Grade: 3

Grade: 3	Content* reflected in this standard addressed in the curriculum (<i>Cite evidence</i>)	Classify alignment	Content* that needs to be added to curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands* required by this standard	Changes required to guarantee students will achieve the required cognitive demands*
READING STANDARDS FOR LITERATURE					
Key Ideas and Details					
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
2. Recount stories, including fables, folktales, and myths from diverse cultures; including those by and about American Indians; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Craft and Structure					
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	

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5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
6. Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
Integration of Knowledge and Ideas					
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does not	
8. (Not applicable to literature)		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
9. Compare and contrast the themes, settings, and plots of stories written by the same author ,including American Indians authors, about the same or similar characters (e.g., in books from a series).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

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Range of Reading and Text Complexity					
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

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READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Ask and answer questions to

___ Full

___ Fully

* See Introduction

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demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		___ Partial ___ No		___ Partially ___ Does Not	
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does Not	
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Includes texts by and about American Indians.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does Not	
Craft and Structure					
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does Not	
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does Not	
6. Distinguish their own point of view from that of the author of a text.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does Not	
Integration of Knowledge and Ideas					
7. Use information gained from illustrations (e.g., maps,		___ Full ___ Partial		___ Fully ___ Partially	

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photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		<input type="checkbox"/> No		<input type="checkbox"/> Does Not	
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
9. Compare and contrast the most important points and key details presented in two texts on the same topic.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
Range of Reading and Text Complexity					
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
READING STANDARDS: FOUNDATIONAL SKILLS (K-5)					
Print Concepts					
1. N/A		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
Phonological Awareness					

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2. N/A		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
Phonics and Word Recognition					
3. Know and apply grade-level phonics and word analysis skills in decoding words.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
a. Identify and know the meaning of the most common prefixes and derivational suffixes.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
b. Decode words with common Latin suffixes.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
c. Decode multi-syllable words.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
d. Read grade-appropriate irregularly spelled words.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

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Fluency					
4. Read with sufficient accuracy and fluency to support comprehension.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
a. Read grade-level text with purpose and understanding.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

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WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
b. Provide reasons that support the opinion.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

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c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
d. Provide a concluding statement or section.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
b. Develop the topic with facts, definitions, and details.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
d. Provide a concluding statement or section.		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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		<input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Does Not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
c. Use temporal words and phrases to signal event order.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
d. Provide a sense of closure.		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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		<input type="checkbox"/> No		<input type="checkbox"/> Does Not	
Production and Distribution of Writing					
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
Research to Build and Present Knowledge					
7. Conduct short research projects that build knowledge about a topic. Include sources and/or topics by and about American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
8. Recall information from experiences or gather information from oral, print and digital sources; take brief notes on sources and sort evidence into provided categories.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
9. (Begins in grade 4)		<input type="checkbox"/> Full		<input type="checkbox"/> Fully	

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		___ Partial ___ No		___ Partially ___ Does Not	
Range of Writing					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does Not	

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does Not	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does Not	

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<p>preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>		<p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p>		<p>___ Fully ___ Partially ___ Does Not</p> <p>___ Fully ___ Partially ___ Does Not</p> <p>___ Fully ___ Partially ___ Does Not</p>	
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats,		<p>___ Full ___ Partial ___ No</p>		<p>___ Fully ___ Partially ___ Does Not</p>	

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including visually, quantitatively, and orally.					
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
Presentation of Knowledge and Ideas					
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Include sources by and about American Indians.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

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LANGUAGE STANDARDS					
Conventions of Standard English					
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

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a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
b. Form and use regular and irregular plural nouns.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
c. Use abstract nouns (e.g., childhood).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
d. Form and use regular and irregular verbs.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
f. Ensure subject-verb and pronoun-antecedent agreement.*		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
g. Form and use comparative and superlative adjectives and adverbs, and choose between		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

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<p>them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>		<p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p>		<p>___ Fully ___ Partially ___ Does Not</p> <p>___ Fully ___ Partially ___ Does Not</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p>		<p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full ___ Partial ___ No</p> <p>___ Full</p>		<p>___ Fully ___ Partially ___ Does Not</p> <p>___ Fully ___ Partially ___ Does Not</p> <p>___ Fully ___ Partially ___ Does Not</p> <p>___ Fully</p>	

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e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		<input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	

Knowledge of Language					
3. Use knowledge of language and its conventions when writing, speaking,		<input type="checkbox"/> Full <input type="checkbox"/> Partial		<input type="checkbox"/> Fully <input type="checkbox"/> Partially	

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reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.		<input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Does Not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	
Vocabulary Acquisition and Use					
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No <input type="checkbox"/> Full		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not <input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not <input type="checkbox"/> Fully	

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<p>clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>		<p><input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p>	
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard,</p>		<p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p> <p><input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No</p>		<p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p> <p><input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not</p>	

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wondered).					
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		<input type="checkbox"/> Full <input type="checkbox"/> Partial <input type="checkbox"/> No		<input type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> Does Not	